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Survey of the Problem Area of Junior High Negro Students

Mary Syra Galvin
Loyola University Chicago

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SURVEY OF THE PROBLEM AREA
OF
JUNIOR HIGH NEGRO STUDENTS

by
Sister Mary Syra Galvin, B.V.M.

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. RELATED LITERATURE	5
III. DESIGN OF PRESENT STUDY	16
IV. INTERPRETATION OF RESULTS	23
V. SUMMARY AND CONCLUSION	59
BIBLIOGRAPHY	63
APPENDIX	67

LIST OF TABLES

Table	Page
I. SIGNIFICANT DIFFERENCES BETWEEN PERCENTAGES OF PROBLEMS FOR BOYS AND GIRLS	28
II. TEST RESULTS FOR TOTAL POPULATION AND PERCENTAGE OF WHOLE	31
III. PROBLEM AREAS OF BOYS AND GIRLS AND PERCENTAGE OF WHOLE	32
IV. RESULTS FOR EACH AREA ACCORDING TO GRADE AND SEX. .	33
V. TEN SPECIFIC PROBLEMS CHECKED MOST FREQUENTLY BY BOYS AND GIRLS	35
VI. ITEMS CHECKED MOST FREQUENTLY IN EACH AREA ACCORDING TO GRADE AND SEX	37
VII. RESULTS FOR EACH AREA'S SERIOUS PROBLEMS	42
VIII. TEN SPECIFIC SERIOUS PROBLEMS CHECKED MOST FREQUENTLY BY BOYS AND GIRLS	45
IX. SIGNIFICANT DIFFERENCES BETWEEN PERCENTAGES OF PROBLEMS FOR SEVENTH AND NINTH GRADE BOYS	47
X. RECAPITULATION OF RANK ORDERS OF AREAS ACCORDING TO GRADE AND SEX FOR GENERAL AND SERIOUS PROBLEMS. .	50
XI. RECAPITULATION OF RANK ORDERS OF AREAS ACCORDING TO GRADE AND SEX FOR SERIOUS PROBLEMS	50
XII. PERCENTAGES OF STUDENTS' RESPONSES TO QUESTIONS . .	53
XIII. SUMMARY OF STUDENTS' RESPONSES TO FIRST QUESTION. .	55

CHAPTER I

INTRODUCTION

In contemporary literature our time has been called the "age of anxiety." On the one hand, the present age is probably no more fear-ridden than earlier periods in history; instead, it may be that the inroads of fear are recognized more clearly and acknowledged more openly. Yet, on the other hand, it cannot be denied that many conflicting factors in modern democratic society have continued to impress us with the realism of this anxiety. Some of these conflicting factors are due to the rapid changes in economic life, the intermixture of varying cultures, races and creeds, an increasing compactness of the world, the rapid scientific development, including problems arising from controlling the new powers of atomic energy, the evident ill effects of world-wide strifes, and now, the threat of total destruction by nuclear war.

At the same time this is an age of great challenge. The improvements made in communication and transportation, the advancement in scientific research, the wealth of knowledge from our heritage, and the tremendous discoveries of the Space Age, are but a few factors which offer new vistas to the present generation. Also, because of the pressure of competition with those outside the free world, particularly with the advent of the Russian sputnik, education is receiving a much higher degree of emphasis. Therefore

educators, psychologists, counselors and those who have the responsibility of preparing youth for participation and leadership in a dynamic society must meet this challenge through increased knowledge and understanding of young people.

In order to fulfill this obligation, our youth must be helped to become mature men and women. This can be accomplished if they are directed and encouraged to recognize, to accept and to solve the problems pertinent to their age and society. Problems are an inescapable part of life. Each generation inherits the unsolved problems of previous generations and those that are peculiar to the time. Besides this, every individual has his own problems throughout his life. Objectively, these range from simple ones to the most complex, but as psychologists remind us, the degree of importance of each problem is in relation to the interpretation made by the individual who must cope with it.

Perhaps at no other time in the history of mankind has so much attention been given to the problems of man. Besides the voluminous literature on this subject, covering every possible area of difficulty from early childhood to old age, countless solutions are daily offered through the media of newspaper, radio and television. Although many of these answers are oversimplifications to complex questions, yet there is a vast amount of valuable material. However, the fact exists that much of the latter remains isolated from the individual who needs it most, thus creating a crucial problem for those who are charged with the guidance and direction of youth. Failure to translate knowledge into practical solutions

often has its beginning in the fact that educators neglect to re-examine the areas which are sources of worry and anxiety to modern young people. Once the problems have been identified, meaningful educational and guidance programs may be planned.

The special group under consideration in this study is a Junior High Negro population selected from four parish schools where the majority of students are Negro. The decade just ended was one of the most significant in the history of the Negro race in America as far as the quest for first-class citizenship was concerned. To make a frontal attack upon segregation in all phases of the Negro's life, was the outstanding event of the 1950's. The extent to which Negroes are being accorded their rights in this regard, is the measure of the United States' profession of goodwill to millions of people throughout the world who have recently gained their independence or are in the process of doing so. Therefore, a period of crucial social change has evolved. In their struggle to adjust and to obtain their rights, the Negroes have borne and must continue to bear a major share of the leadership.

To what extent have tensions interlacing the contemporary civilization penetrated into the life of the young Negro adolescent? Is there a sociorosis resulting from the Negroes' marginality and self-image that would make his problems so multiple and so unique that a special type of counseling service and/or education would be necessary?

These are two of the questions which prompted this survey. The theory that a difference in age, grade placement and sex may

significantly affect the problems within this particular milieu, is investigated in order to provide useful data for educators of Negro adolescents.

CHAPTER II

RELATED LITERATURE

To the writer's knowledge, there has been no previous survey involving this particular population and this method. However, in so far as the age group is considered, there is a wealth of material.

In the present study the age range is from eleven to seventeen years inclusive, with a mean average of 14.9. If the usual age range of fourteen to twenty-one is accepted as the adolescent period then this group under study, could be described as young adolescents. Since, however, the literature in the field of the psychology of the adolescent is so vast, only those sources which seem more directly concerned with the purpose at hand will be reviewed.

One of the earliest extensive surveys of the problems of girls was made by Sister M. Mildred Knoebber, O.S.B. (9). She devised her own questionnaire, which she administered to three thousand girls in twenty public and parish high schools from New York to California. The general purpose of this survey was to obtain a knowledge of the common fundamental problems of girlhood.

The results according to the problem area of importance were these: firstly, the problem of future vocation; secondly, the problem of being only partially understood by adults; thirdly, the

lack of social privileges. Besides these results, the author also concludes:

Another finding of the study that seems to the writer to be of particular interest and significance so far as girl-life is concerned, is the great underlying uniformity which seemed to stand out among the attitudes and problems of the girls regardless of the particular section of the country from which the data were gathered. There was a very definite similarity in the general responses of the girls. (9, p. 165)

In 1945 another extensive survey was conducted by Urban H. Fleege. (5) The general purpose of this investigation was to explore the modern Catholic boys' problems. The two thousand subjects of this study represented a good cross-section of the Catholic high-school population. The twenty schools contributing to this study were selected from 18 cities in 12 states in the middle western, the eastern and the northeastern sections of the United States and the District of Columbia. The population also included varying socio-economic levels, and were from different types of schools.

The method employed by Fleege for this survey was the use of a developed problemnaire, which combined features of a number of measuring techniques, including the personality inventory and the psychological questionnaire. The final form of the problemnaire represented seven previous revisions.

After a thorough analysis of his findings, the author states an overview of the major problems of adolescent boys. In order of importance these are: the problem of purity, the problem of vocational decision, the feeling of not being understood by adults, lack of social opportunity, financial difficulties and difficulties

within the school. The author also concludes:

Foremost among our impressions is the underlying wholesomeness of the adolescent boy.... Potential abilities that make for perfect manhood are present in abundance in the modern boy.
(5, p. 346)

Another study conducted on Catholic high-school boys' problems was done by J. P. Finn (4), and published in 1950. His study was made in five urban Catholic high schools in Ontario, which comprised a total population of 1840 students. Finn reports that in summarizing the categories of problems for the total population, he found the following rank order: moral - 1; school life - 2; vocational - 3; family - 4; personality adjustment - 6; boy-girl - 7; financial - 8; health - 9; unusual problems - 10. He states that there is a decline in moral problems after the tenth grade, whereas there is a corresponding increase of vocational problems with an increase of grade level.

In her book, Psychology of Adolescence, Luella Cole (1) gives an organized list of problems which is based on a composite of a large number of studies that reported results from some 10,000 students in high school or freshman year of college. The list is detailed, giving the general area of the problems and each specific problem with accompanying percentages. Those problems with the highest frequencies are as follows: suffering from nausea, sexual development, not knowing what work is suitable for one's abilities, wanting to be more popular, being under or overweight, daydreaming while studying, and being unable to speak before a group. (1, pp. 580-583)

These are but a few of Cole's findings. Since many of these may prove of interest in the present study, they will be referred to again in greater detail.

Two physicians, Gallagher and Harris (6), in writing about the emotional problems of adolescence, give some facts concerning the dynamics of human behavior, particularly what could be called "adolescent behavior." Practical examples are described throughout their book, but only a limited number of problems are treated.

The most recent comprehensive study of the problems of youth was done by Remmers and Radler (10), and published in 1957.

For fifteen years, a group of social scientists, headed by Dr. Remmers, at Purdue University, conducted a nationwide survey of the American teenagers' plans, problems, fears, prejudices, beliefs and disbeliefs. The results of this project were drawn from carefully prepared questionnaires and tests of attitudes administered in high schools representing all sections of the country, all states, children of all nationalities, religions, and socio-economic status.

The questionnaire was formulated on a careful analysis of responses to replies to the following request:

The Purdue Opinion Poll for Young People wants to find out what problems are of greatest concern to high school students. Here is your chance to make known some of your ideas. Write a page or two about the things that bother you and other teenagers--your real problems. These don't necessarily have to deal with school. They could be personal problems, home problems, social problems, or anything else that is important to you and to teenagers in general. Do not sign your name. We want you to be frank and sincere. Your ideas will help all of us to understand teenagers better.
(10, p. 55)

The frequencies with which each problem appeared were checked in detail with other findings, as those of the American Youth Commission and the New York Regents.

Tables summarizing findings of the Purdue Opinion Polls are appended to seven chapters. The table most revelant to the present study is the first one, entitled, "Teenagers' Most Common Problems." According to the percentages given in this table, the highest frequencies of problems are these: for boys - want to gain or lose weight - 49%, seldom have dates - 48%, want people to like me more - 47%, get stage-fright before a group - 46%, want to make new friends - 45%, want to improve my posture and body-build - 42%; for girls, want people to like me more - 60%, get stage-fright before a group - 59%, want to gain or lose weight - 56%, want to make new friends - 56%, wish I were more popular - 47%, and, have a "crush" on (Boy) (Girl). (10, pp. 80-86)

After fifteen years of careful polling and thousands of letters (10,000 to 18,000) that the American youth have written, Dr. Remmers concludes that today's teens are concerned with exactly the same things which troubled their predecessors.

Despite the numerous investigations in the area of searching out the problems of youth in order that those problems might be handled more efficiently and effectively, there has been a continuous upswing of attention being given to the increase of juvenile delinquency. This seeming paradox was evident a decade ago when Ruth Strang (44) wrote:

It is shocking to realize that young people in the United States commit a million and a half major crimes every year. This is nearly 60 per cent of all major crimes. (44, p. 4)

To indicate the current importance of this bewildering situation, a quote from Edwin C. Berry (40) concerning the financial cost to Chicago taxpayers is given:

In 1961, the City and State Youth Commission in Chicago spent \$9,260,180 in corrective and preventive programs for children. Another \$1,400,000 was spent to support juveniles at the Audie Home. (40, p. 13)

Facts such as the above complicate the task of understanding truly the behavior of today's adolescent. Data, as to what proportion of Chicago's young delinquents are Negro, is not available to this writer. Also, the studies in this area are very meagre. Yet, since the Negro population in Chicago has increased 23 per cent in 1961 from 7 per cent in 1930, there has been much written and said on the problems of integration, the development of the "ghetto" and the double-shift schools for the Negroes. These conditions are bound to have an adverse influence on these youth. School "drop-outs" are still relatively high. Another social problem is that of drug addiction. In his study of young male Negro drug addicts in Chicago, Finestone (22) suggests that their addiction is intimately tied up to the conditions of their social group, and that improved educational, economic and occupational conditions will decrease this type of addict.

Along this same line, Berry (40) quotes James B. Conant, past President of Harvard University:

The building up of a mass of unemployed and frustrated Negro youth in congested areas of a city is a social phenomenon

that may be compared to the piling up of inflammable material in an empty building in a city block. Potentialities for trouble - indeed, possibility of disaster - are surely there. (40, p. 14)

In a limited study by D'Amico (19), he found that teachers of Negro children, elementary and high school, reported that unexcused absence was the most frequent problem. This study was confined to in-school behavior.

Since the instrument used in this present survey was the Mooney Problem Checklist, some of the related materials using this same procedure are mentioned. For the most part, research using this technique, is found in unpublished theses.

On the college level, Congdon (18) found that: a) there was a definite relationship between the Bell Adjustment Inventory and the Mooney Problem Check List when similar areas were compared, and b) there was a tendency for those who had lower grades to have more problems in the "Adjustment to College Work" area.

At North Carolina College, the check list serves a slightly different purpose in the survey made by Brown (17). Instead of investigating the areas of students' problems, the faculty was greatly interested in whether or not significant differences existed between probation and honor students. Since all probation students were considered potential dropouts, instructors wanted to discover to what extent factors other than mental ability were influencing academic success. Results of this study showed that problems bear a direct relationship to effectiveness in academic work.

The surveys done on the high school level seem to be more numerous. Five of these will be cited.

In his investigation, McIntyre (47) reported on the validity of the check list, which he administered to grades ten to twelve at the Chester High School, Chester, Pennsylvania. Two of the predictions he made in order to prove the validity of this tool, and which are of interest to this present study are: one, that negroes would have more problems in the area of "Finances, Living Conditions, and Employment" than whites; and the other, that girls would check more problems than boys in the area of "Courtship, Sex, and Marriage." His findings substantiated his predictions.

Mother Moody (49) in her study surveyed 740 eleventh grade students from three Catholic high schools for girls. In summarizing her results, she found that there is a definite need to enhance and enrich the guidance programs in Catholic high schools. The problem area of these eleventh grade students centered in items most frequently checked in the "Courtship, Sex, and Marriage" area, and least frequently in the "Curriculum and Teaching Procedure" area.

Ruth Gorman (46) did a very intensive analysis on comparing the problems of junior and senior grade students in a specialized school, Jones Commercial High School. She found that the problems differ greatly between the eleventh and the twelfth grade in a special school such as the Jones Commercial. Problems in the area, "Personal-Psychological Relations" were most frequently checked, while those in the area, "The Future: Vocational and Educational"

were least frequently checked. She also stressed that the students indicated a need for individual help.

A limited study by Smith (37), published in 1961, reported the frequencies of problems checked on the high-school form of the Mooney Problem Check List by 150 rural and urban Negro children of North Carolina. The three major areas of concern for the rural children were: "Finances, Living Conditions, and Employment" - 12%, "Adjustment to School Work" - 11%, "Future: Vocational and Educational" - 10%; for the urban children: "Adjustment to School Work" - 12%, "Curriculum and Teaching Procedure" - 11%, "Personal-Psychological Relations" - 10%. The rural children checked an average of 33.15 problems, while the urban children checked an average of 52.68. The author concludes that the awareness of problems is influenced by the rural or urban way of life.

Another recent survey was conducted by Merwick (48). He used the check list in six Catholic high schools in the middle-class area in Chicago. The population comprised 708 girls and 785 boys in the eleventh grades. The performance results according to problem-area showed that the girls checked 25,653 statements with the area of "Personal-Psychological Relations" as the highest - 15.5%, and the area, "Morals and Religion," as the lowest - 4.5%. The boys checked 43,759 statements with the area of "Adjustment to School Work" as the highest - 14.5%, and the areas of "Health and Physical Development" and "Home and Family" as the lowest - both 6.5%.

The data for the use of the Mooney Problem Check List at the

junior high level is very limited. Dwight and Mooney (20) conducted a study in three Lakewood, Ohio Junior High Schools. Responses from 133 girls and 143 boys revealed that these young adolescents felt that school problems were the greatest. Fear of failing examinations, inability to concentrate and too much homework were the common sources of concern. In the area of health, the chief problems were being overweight and not getting enough sleep, while, in the social area, the desire to learn to dance, keep a conversation going, make a good appearance and learn correct manners headed the frequencies.

One study which relates more closely to the present investigation, although not parallel to it, is the study that was conducted by Cowan (45). He undertook the study of six hundred Negro students in Stephens-Lee High School, Asheville, North Carolina. The population included students from eighth, ninth, tenth and eleventh grades. His results are given by areas and individual items, by sex and age groups. He demonstrates the fact that the problems of some students are well distributed over the eleven areas, while other students indicated constellations in single areas with few ramifications into other areas.

Table XIV shows that the problems in the area of "Adjustment to School Work" are of particular concern to most of the students. "Finances, Living Conditions, and Employment" ranks as the second area of importance, while the area of "Health and Physical Development" ranks third. (45, p. 64)

The highest item-frequency according to percentages were as follows: Wondering what I'll be like ten years from now - 51.7%, Wanting to earn some of my own money - 47.8%, Wondering if I'll be a success in life - 33.5%, weak eyes - 29.8%, Forgetting things - 29.2%, Not taking some things seriously enough - 28%.

In this same study, Table XXI shows that there are ten problems which consistently decrease in importance from the eighth grade, while there are seventy problems that consistently increase from eighth grade through the upper grades. (45, p. 135)

After reading and evaluating materials related to the problems of youth, the present investigator found a rich harvest of literature written about adolescence in general, but found only a limited amount of empirical data in the field of early adolescent behavior.

CHAPTER III

DESIGN OF PRESENT STUDY

The purpose of this study has been to obtain, analyze and compare the problem area of Negro students who attend junior high school. The method employed was the administration of the Mooney Problem Check List to these students, and the statistical interpretation of the results. This survey was undertaken with the hope that it would provide helpful materials for future teachers of Negro adolescents.

The Mooney Problem Check List was chosen as the measuring instrument because one of its forms (Form J) was designed for the junior high population, because the check list could be administered and scored with ease, and because the relationship between problems show in associated areas.

The Problem Check Lists originated in the desire of Ross L. Mooney to systematize his methods of discovering the problems of young people. The items for the pre-editions of the various forms were developed from a master list of over 5,000 items which were gathered from an intensive analysis of the responses of several thousand students. The first published editions of the three educational forms were ready in 1941 and 1942.

The revision for these forms appeared in 1950. In regard to the Junior High School Form, the original data from 1942 were

supplemented by studies conducted in 20 schools and involving 3,854 cases.

This form can be briefly described as a six-page folder containing 210 items and three questions. The problem areas into which thirty each of the 210 problems fall are these seven:

HPD	Health and Physical Development
S	School
HF	Home and Family
MWF	Money, Work, the Future
BG	Boy and Girl Relations
PG	Relations to People in General
SC	Self-centered Concerns

Any subsequent reference to the problem areas will be by the initial symbol: i.e. SC for Self-centered concerns, etc.

Mooney and Gordon (42) state that since the check lists are not built as tests, but that they are to be used for a variety of purposes, a single over-all index of validity of the check lists would be therefore quite meaningless. Likewise, no table of norms is presented, since no real score is obtained, simply a count of the problems which the student has checked as personal concerns. Therefore, the authors believe that, in view of the purposes for administering the check lists, local norms are the most valuable.

Also, since scores are not obtained, the problems of reliability are not the same as those of tests yielding scores. However, the authors do conclude that:

... while the Problem Check Lists must be, and are, so designed as to reflect changing situations and experiences in the individual case, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of survey results.
(42, p. 9)

As for the organization of the Check List, Gordon and Mooney (24) defend the Check List on the basis of a study in which only 22 students out of 126 recognized the patterning of items by areas. They pointed out (a) that on personal questionnaires, with identified areas, individuals tend to skip whole areas that appeared inappropriate to them, and (b), they are careful not to mark too many items which might "stigmatize" them. Therefore, it is important that relatively few students were found to recognize the organization.

Usually the many reasons for which this check list is administered, fall into these five classes:

1. To facilitate counseling interviews
2. To make group surveys leading to plans for individualized action
3. As a basis for homeroom, group guidance and orientation programs
4. To increase teacher understanding in regular classroom teaching
5. To conduct research on the problems of youth. (42, p. 3)

The present study conforms to the last reason stated, and in particular, to investigate the changes and differences in problems in relation to age and sex.

The reviewer, Lentz (29), says that he "knows of no alternative or comparable instrument designed for the same purpose. It seems to constitute a unique contribution to our counseling aids and techniques." (29, p. 67)

Jones (27) also commends the authors for the limited claims made for the instrument, and advocates the use of the Check List for research "as a means of discovering topics for discussion to

throw light on educational needs, and to study problem clusters, trends and differences among groups." (27, p. 74)

In the present study, the check lists were administered to 340 students in four Catholic schools where the population was predominantly Negro. Several lists had to be discarded, however, for the following reasons: twenty-one were checked by non-Negro students; three lists were unmarked, and one list had all the items checked several times. Therefore, the total number of lists considered was 315.

Before deciding the design of comparison or the statistics to be used, a pilot study was conducted in one Catholic school which had a junior-high Negro population. During this first administration, it was observed that the majority of the students were eager to participate, but that some students were slow in the actual performance. This fact, no doubt, was due to reading difficulties, for questions as to the meaning of such items as, "Awkward in meeting people" and "Clash of opinions," etc. were asked. In checking the results of this first study, it was noted that the boys were more advanced in age than the girls per grade level. It was further observed that several students misinterpreted the second question, "Would you like to spend more time in school in trying to do something about some of your problems?". The misunderstanding of this question was typified by such responses as, "No, we're in school long enough all day all week. I don't wanta go to school any longer."

After due permission was secured from the superintendent of the Archdiocesan schools of Chicago and from the four high school principals, the investigator administered the Check Lists within a month's span, at an appointed time designated by the principal of each school. The following explanation and directions were given to each group:

Class, each year much money is spent and many efforts are made to find out how teachers and educators can improve their teaching, guidance and the whole school situation in order to best help you and other students to get the most out of your schooling. When work of this type is done, it is usually called research work, and it requires many studies and the cooperation of many people. Now, because your principal, _____, and your teacher, _____, have been so generous and gracious, they have given me permission to come here today to ask you to help me in the research work that I have started.

My main reason for doing this work is to find out all I can about the problems of boys and girls your age. Several years ago Dr. Ross Mooney and his co-workers published a list of problems which boys and girls had suggested were the most common problems for them. This is the list which you have just received. Please keep in mind that this is not a test. In other words there are no right or wrong answers. What you might check as a problem, may not be one for another person in this group. Also no one should feel that he is under obligation to check the list at all. If you do not wish to take part in this research, then just put the list aside and use this period as a study-hour. However, I do hope that most of you will want to contribute, because it will be an opportunity for you to help adults understand young people better.

Before going over the directions for checking this list, fill out the top part of the first page with the exception of your name. Since your list will not be identified in any way, you should feel freer to be frank and honest. On the line in place of your name, I would like you to put how many brothers and sisters you have and what your place is among them. This can be done very easily if you follow these points, and watch the examples that I shall place on the blackboard.

1. Think of all your brothers and sisters, beginning with the oldest and coming downward to the youngest.
2. Use the initial "B" for boy and "G" for girl, and write

these in order across the line, beginning with the oldest; for example, if the oldest in your family is a girl, put G first; if the next is a boy, put a B, and so on. Be sure to put a letter down for yourself.

3. Draw a circle around the letter which stands for you. If you have any questions, I shall be glad to answer them.

The directions for checking the list are given to you on the first page. After you have read through the list carefully and have drawn a line under the problems which are troubling you, I would like you to go back over those which you have marked and select those which are more serious than the others. Please star these by marking an asterisk before the number of the problem. When you have finished, be sure to do the questions on the last page. If you have any particular problem not mentioned in the list and it is important to you, then write about this under #1. Also, I would like to call your attention to question #2. This question has confused some pupils. The idea expressed in it means time within the school day, not the lengthening of the school day. You may have the full period in which to work. Again, if there are any questions, I shall be glad to help you. You may now begin.

Liberty to check the list was given to the pupils in order to avoid some of the criticisms that were being made by countless sources in regard to the ethics of school children's being exploited for the sake of researchers, and their being subjected to some questionnaires which suggest problems and worries to children and also pry into their intimate affairs. Among other critics, O' Meara (43) writes that the use of these methods (and in particular, cites examples from the college and high-school forms of the Mooney Problem Check List) fosters disrespect for parents and family life, emphasizes introspection on personal problems and encourages secularistic thinking. It was in view of these judgments, that freedom to contribute to this survey was given. Only three (two boys and a girl) of the 340 pupils chose to leave the list unmarked. Although the others appeared enthusiastic, it may well be due to the fact

that this was a novel diversion from their regular school work.

The foregoing set of directions include those stated in the third paragraph because it was of interest to the investigator to see whether or not there was any noticeable relationship between the size of the family or the position of the individual within the family, with the number of problems checked. The results showed that the girls ranged from one to thirteen children per family, with a median of four children and a mean average of 3.3; while for the boys, the range was from one to fourteen children, median of three and a mean of 3.1. It was computed that nine per cent of the girls and 15 per cent of the boys were checked as the only child of the family. There was no significant difference observed between the percentages of problems checked by these pupils and those who came from the largest families. Likewise, there was no appreciable difference found in the amount of problems checked by the oldest child in the family as contrasted to those checked by the youngest.

The interpretation and the statistical treatment of the meaningful results of this survey will be discussed in the following chapter.

CHAPTER IV

INTERPRETATION OF RESULTS

In order to compare the frequencies with which each of the 210 problems were checked by the boys' group with the girls' group, the frequencies were converted into a percentage of that whole group. The same procedure was used for comparison of the results of the seventh grade girls with the ninth grade girls, and the seventh grade boys with the ninth grade boys.

The significance of the difference between the percentages of the two groups were tested against the null hypothesis - the hypothesis that no difference exists between the two groups; in other words, it was assumed that any difference measured were due to chance factors. To test this hypothesis, the following formula from Garrett (7) for the standard error of a percentage difference was used:

$$SE_{D\%} = \sqrt{PQ \left(\frac{1}{N} + \frac{1}{N} \right)}$$

Then to determine the significance of the difference, the t - test was used. It was assumed that about one-twentieth of the comparisons would equal or exceed a P of 0.05 due entirely to the operation of chance factors, which in the present study would be 10.5 pairs. Therefore, several more than this number must be obtained

to indicate that the difference between the groups is significant.

The aforementioned formula was first used to investigate the significant differences between the percentages of problems checked by girls and those checked by the boys.

The difference between a few items are highly significant, that is, they are significant at the 0.01 level of confidence. Those differences which are significant at the 0.05 level of confidence include a total of 55 problems, five times the quantity necessary to rule out the probability of chance factors. The largest number of these differences are in the fields of Boy and Girl Relations and Self-centered Concerns. The entire spread of these can be seen in Table I.

Several factors may be assumed to be responsible in the consideration of these results. For example, some problems may vary because of the student's experience, his or her awareness of problems and the willingness to check these. Some differences are open to speculation, while others are self-evident. The latter factor is true, particularly in the area of BG. The following discussion considers the problems by area, according to the divisions in Table I.

In the area of HPD nine problems show significant differences between the groups, with the girls having a greater number of higher percentages, except in one case. Four problems, "Too tall," "Poor complexion," "Poor posture," and "Overweight" may be accounted for by the physical developmental changes and the emphasis girls place on appearance as a measure of acceptance and social success. The

other four items, "Often have headaches," "Don't get enough sleep," "Often have a sore throat," and "Often have pains in my stomach" are more difficult to explain. One conjecture is that since girls usually mature more quickly than boys, these problems are more acute to them at this time. Another speculation for the first two of these problems is that the girls may spend their out-of-school time in more reading and viewing of television rather than participating in other activities, such as outdoor sports. Hence, eye-strain and lack of sleep may be the results. The one problem from this area which the boys marked significantly higher, "Not being as strong as some other kids," can be explained on the basis that young male adolescents consider strength as a mark of masculinity.

In the S area, six problems are significantly different, with a reverse to the above situation, for here the boys show higher percentages than the girls with one exception. Three of these problems emphasized by the boys, "Getting low grades in school," "Trouble with spelling" and "Not getting along with a teacher" seem to be interdependent and to be indicators of general lower achievement for the boys in comparison to the girls, especially since 50.3% of the boys checked "Getting low grades in school." There also seems to be a relationship between the two problems, "Afraid to speak up in class" and "Not enough discussion in class." It is interesting to note that the ratio between the percentages of these two items for each group is almost identical - 2.7. Fear of talking in class is common among adolescents, especially among boys, perhaps because their voices are changing. The problem which

the girls checked more frequently than the boys, "Afraid of tests," may be due to too great a pressure for good marks, either by teachers, parents, or by the girls' own desires to do well.

In the field of HF, there is more uniformity, since only four problems are significantly different. Three of these, "Parents separated or divorced," "Unable to discuss certain problems at home" and "Not telling parents everything" are checked by a greater percentage of girls. This may be due to the girls' natural greater reserve, need for protection and sensitivity to interpersonal relationships. On the other hand, perhaps more girls than boys, in this population, are from "broken homes." The other two problems seem closely associated. One would expect the boys to check the problem, "Wanting more freedom at home" as of greater significance to them than to the girls, because this is in keeping with the boys' natural aggressive behavior.

In the MWF area, there are also only four problems which are significantly different. Two of these, "Needing a job during vacation" and "Concerned about military service," checked by a higher percentage of boys, are self-evident, if the role of the boy in today's society is considered. The girls have a higher frequency for "Deciding what to take in high school" and "Wondering what becomes of people when they die." The first of these suggests that the girls have more interest in school work, while the latter leaves room for speculation.

Although there are eleven problems in the BG area, which differ significantly, four of these are due to obvious reasons.

"Wanting to know more about girls" and "Wanting to know more about boys" were checked more frequently by the opposite sex respectively; likewise, the problems, "Girl friend" and "Boy friend."

A teenage girl is usually aware at an earlier age of her relationship with others than are boys. Therefore it is not surprising to find a greater percentage of the girls checking the items, "Too little chance to go to parties," "Not allowed to have dates," "Trouble in keeping a conversation going" and "Embarrassed to talk about sex." A greater percentage of the boys checked "Learning how to dance" and "Thinking too much about the opposite sex." These items have high frequencies for boys in the study conducted by Cowan (45), which seems to indicate that this is a typical situation.

If the four obvious differences in the BG area are discounted, then the last area, that of SC contains the largest number of significant differences. These differences are found in eleven problems, with the girls having the highest percentages, except for the problem "Giving in to temptation," which was marked more frequently by the boys. This result (item checked by the boys) is consistent with the results of several studies, and in particular, with Fleege's (5) comprehensive study on the self-revelation of the adolescent boy.

The assumption that girls are more introspective by nature, and therefore more acutely self-conscious, may contribute to their high percentages for the problems, "Being nervous," "Getting too excited," "Not having as much fun as the other kids," "Worrying,"

TABLE I
SIGNIFICANT DIFFERENCES BETWEEN PERCENTAGES OF PROBLEMS
FOR BOYS AND GIRLS

AREA	PROBLEMS	PERCENTAGES	
		BOYS	GIRLS
<u>HPD</u>	Often have headaches	12.4	21.4
	Don't get enough sleep	34.1	49.3
	Too tall for my age	9.3	21.4
	Having poor posture	8.7	18.8
	Poor complexion or skin trouble	14.3	36.3
	Overweight	8.0	32.4
	Often have a sore throat	9.9	24.0
	Often have pains in my stomach	15.5	29.8
	Not being as strong as some other kids	22.9	7.8
<u>S</u>	Getting low grades in school	50.3	34.4
	Afraid of tests	31.0	42.8
	Trouble with spelling and grammar	38.5	22.7
	Not getting along with a teacher	21.1	6.4
	Afraid to speak up in class	49.6	24.6
	Not enough discussion in classes	18.1	9.5
<u>HF</u>	Parents separated or divorced	14.2	24.0
	Unable to discuss certain problems at home	23.6	37.0
	Not telling parents everything	25.4	35.7
	Wanting more freedom at home	29.8	17.5
<u>MWF</u>	Deciding what to take in high school	23.6	37.6
	Needing a job during vacation	42.8	28.5
	Concerned about military service	35.4	3.2
	Wondering what becomes of people when they die	19.2	27.9
<u>BG</u>	Too little chance to go to parties	17.3	31.1
	Not allowed to have dates	6.8	20.7
	Wanting to know more about girls	22.9	9.7
	Wanting to know more about boys	1.8	25.9
	No place to entertain friends	19.2	32.4
	Trouble in keeping a conversation going	19.8	34.4
	Girl friend	21.1	7.7
	Boy friend	2.4	20.1
	Learning how to dance	26.0	16.2
	Thinking too much about the opposite sex	23.6	12.9
	Embarrassed to talk about sex	7.4	16.8

TABLE I (continued)

AREA	PROBLEMS	PER CENTAGES	
		BOYS	GIRLS
PG	Bashful	30.4	16.8
	Never chosen as a leader	11.1	19.4
	Wanting a more pleasing personality	19.2	38.9
	Feelings too easily hurt	18.6	33.7
	Missing someone very much	20.4	31.4
	Feeling nobody likes me	7.4	16.7
	Getting into arguments	16.7	28.5
	Being stubborn	13.0	32.4
	Disliking someone	21.7	30.5
SC	No one to tell my troubles to	13.0	29.2
	Being nervous	27.3	35.7
	Getting too excited	12.4	22.0
	Giving in to temptation	32.2	14.2
	Not having as much fun as the other kids	17.3	25.9
	Worrying	21.1	29.8
	Sometimes wishing I'd never been born	27.9	46.1
	Being careless	11.1	22.0
	Forgetting things	24.8	44.1
	Feeling ashamed of something I've done	13.0	29.2
	Sometimes lying without meaning to	20.4	31.1
	Finding it hard to talk about my troubles	22.3	37.0

"Forgetting things," "Being careless," "Feeling ashamed of something I've done," "Sometimes lying without meaning to" and "Sometimes wishing I'd never been born." Since the latter problem was checked by so many girls (46.1%), it was conjectured that this was due to the fact that the girls resented being of the Negro race. However many authors, including Cole (1) and Strang (14) list this problem as a common one among adolescents in general.

Table II shows the total problems and the serious problems checked, with the corresponding percentages of the whole. The two groups (boys and girls) checked a total of 13,848 problems with an approximate average of 44 problems per person. The entire group checked 2,732 problems as serious ones, with an average of nine problems. It is interesting to note the similarity of the ranking of areas for the general problems and the serious ones, with the exception of the last two areas, PG and BG, which are interchanged in position. However the differences are very slight, for in the case of general problems, the area PG ranks above the BG area by three tenths percent, and for the serious problems, the PG area ranks below that of BG by five-tenths per cent.

While the first two areas, S and SC, rank in the same position for each total, the difference between the two areas for general problems is very slight - six tenths per cent, whereas the difference for serious problems is more marked. This distinction seems to indicate that the group has some appreciation of the relative importance of problems.

The next table, Table III indicates the areas of total problems ranked separately for boys and girls, and also states the percentages of the whole. It is evident that only in the area MWF is the rank for both groups the same. The ranking of these areas is consistent with the results shown in Table I for the significant differences of problems between boys and girls. For example, in the S area which ranks first for the boys, it was demonstrated that the boys have a higher percentage for five out of six significant

TABLE II
TEST RESULTS FOR TOTAL POPULATION
AND PERCENTAGE OF WHOLE

AREA	GENERAL PROBLEMS NUMBER	%	AREA	SERIOUS PROBLEMS NUMBER	%
S	2,530	18.4	S	526	19.3
SC	2,475	17.8	SC	436	18.8
MWF	2,210	15.9	MWF	421	15.4
HF	1,765	12.8	HF	389	14.2
HPD	1,638	11.8	HPD	336	12.4
PG	1,638	11.8	BG	319	11.7
BG	1,592	11.5	PG	305	11.2
	<hr/>			<hr/>	
TOTALS	13,848			2,732	
N = 315	Average = 44			Average = 9	

differences, whereas in the SC area, the first in rank for the girls, the girls have the greater percentage for ten out of eleven significantly different problems. It was likewise shown that the MWF area has greater uniformity. It would seem, however, that these results would show a greater difference in the ranking, particularly for the areas S and SC. Therefore, it can be concluded that individual problems differ significantly for boys and girls, but general areas do not.

A breakdown of the results for the rank order of each area, according to grade and sex is given in Table IV. This table shows

TABLE III
PROBLEM AREAS OF BOYS AND GIRLS
AND PERCENTAGE OF WHOLE

AREA	BOYS NUMBER	%	AREA	GIRLS NUMBER	%	RANK ORDER
S	1322	19.9	SC	1314	18.3	1
SC	1161	17.5	S	1208	16.9	2
MWF	1150	17.3	MWF	1060	14.5	3
HF	850	12.7	PG	935	13.2	4
HPD	739	11.2	HF	915	12.7	5
BG	732	10.9	HPD	899	12.5	6
PG	703	10.5	BG	860	11.9	7
TOTALS	6657			7191		
N = 161	M = 41.3		N = 154	M = 46.7		

great uniformity in rank for the boys, because with three exceptions, the ranks are the same. The girls have more fluctuations in the ranking of areas; only one area is the same - the MWF area. For both the boys and girls of each grade, the MWF area ranks third.

In regard to the average number of problems for each individual, the seventh grade boys have a mean of 49.3, and the eighth and ninth boys have the same - 38.2. The mean for the seventh grade girls, 49.5, is similar to that of seventh grade boys. For the eighth grade girls the mean is 41.5, while for the ninth grade

TABLE IV
RESULTS FOR EACH AREA ACCORDING TO
GRADE AND SEX

BOYS						
AREA	SEVENTH NUMBER	AREA	EIGHTH NUMBER	AREA	NINTH NUMBER	RANK ORDER
S	416	S	461	S	445	1
SC	404	SC	418	MWF	415	2
MWF	337	MWF	398	SC	339	3
HF	303	HF	288	HF	259	4
BG	258	HPD	265	BG	246	5
HPD	252	PG	237	HPD	222	6
PG	251	BG	228	PG	215	7
TOTALS	2,221		2,295		2,141	
N = 45	M = 49.3	N = 60	M = 38.2	N = 56	M = 38.2	

GIRLS						
SC	473	S	444	SC	410	1
S	439	SC	431	S	325	2
MWF	366	MWF	375	MWF	319	3
HF	360	PG	312	PG	275	4
PG	348	HPD	309	HF	274	5
HPD	334	BG	296	BG	260	6
BG	304	HF	281	HPD	256	7
TOTALS	2,624		2,448		2,119	
N = 53	M = 49.5	N = 59	M = 41.5	N = 42	M = 50.4	

girls, there is a decided increase - 50.4. This point of high average will be referred to again in relation to the areas of serious problems.

Ten specific problems checked most frequently by the boys and by the girls are shown in Table V. Those problems checked more frequently by the boys fall into three areas S, MWF and SC with over half in the S area. The problems checked more frequently by the girls fall into five areas, S, SC, MWF, HPD and HF, with three problems in each the S and SC areas.

It is observed from this table that three out of the ten highest frequencies are the same for each group, although ranked differently. These problems are: "Wanting to earn some of my own money" (MWF), checked by 53.9 per cent of the girls (Rank 1) and by 50.3 per cent of the boys (Rank 2.5); "Trouble with arithmetic" (S), checked by 45.9 per cent of the boys (Rank 5.3) and by 44.1 per cent of the girls (Rank 7.); and "So often feel restless in classes" (S), checked by 45.9 per cent of the boys (Rank 5.5) and by 46.1 per cent of the girls (Rank 5). Since this population comes from a low-average economic background, coupled with the adolescent's desire for independence, it is understandable that the problem, "Wanting to earn some of my own money" would be checked so frequently. Restlessness seems to be a characteristic of Negro children, especially when they are confined for any length of time, therefore, it is not surprising to see the item, "So often restless in classes" checked by both boys and girls. The reason for "Trouble

TABLE V
TEN SPECIFIC PROBLEMS CHECKED MOST FREQUENTLY
BY BOYS

RANK ORDER	AREA	PROBLEM	No.	PER CENT
1	S	Not spending enough time in study	82	50.9
2.5	S	Getting low grades in school	81	50.3
2.5	MWF	Wanting to earn some of my own money	81	50.3
4	S	Afraid of failing in school work	78	48.4
5.3	S	Trouble with arithmetic	74	45.9
5.3	S	Can't keep my mind on my studies	74	45.9
5.3	S	So often feel restless in classes	74	45.9
8	MWF	Wanting to buy more of my own things	70	43.5
9	MWF	Needing a job during vacations	69	42.5
10	SC	Trying to stop a bad habit	69	42.5

BY GIRLS

1	MWF	Wanting to earn some of my own money	83	53.9
2	S	Afraid to speak up in class	80	51.9
3	HPD	Don't get enough sleep	76	49.3
4	SC	Being afraid of making mistakes	72	46.7
5	S	So often feel restless in classes	71	46.1
6	SC	Sometimes wishing I'd never been born	70	45.4
7.5	S	Trouble with arithmetic	68	44.1
7.5	SC	Forgetting things	68	44.1
9.5	HF	Wanting to live in a different neighborhood	66	42.8
9.5	S	Afraid of tests	66	42.8

with arithmetic" being so high among both groups is no doubt due to a combination of many factors, rather than a single one within this population.

A list of the most frequently checked problems from each area, according to grade and sex is in Table VI. Despite the fact that the findings shown in Table I indicate that there are significant differences in the problems of boys and girls, Table VI show the great similarity in those problems from each area marked most frequently by the various groups. This is illustrated by the results of the HPD area.

In the HPD area, the problem "Don't get enough sleep" is checked with the highest frequency five times, yet due to a higher percentage of girls marking this item, it was found to be significantly different from the boys' frequency. The eighth grade boys also marked "Have trouble with my teeth" with the same amount of frequency as "Don't get enough sleep," and the ninth grade boys checked "Often not hungry for my meals" as their highest.

In the S area the seventh grade boys and the eighth grade girls marked "Trouble with arithmetic" more frequently. The eighth grade girls also marked "Afraid of failing in school work" with the same frequency and the ninth grade boys too have this problem checked the most. The eighth grade boys checked "Getting low grades in school as the highest, while the seventh grade and ninth grade girls checked "Afraid of tests" and "Afraid to speak up in class" respectively.

TABLE VI

ITEMS CHECKED MOST FREQUENTLY IN EACH AREA
ACCORDING TO GRADE AND SEX

SEX	GRADE	PROBLEM	NO.	%
<u>HPD</u>				
B	7	Don't get enough sleep	23	14.3
O	8	Don't get enough sleep	20	12.4
Y		Have trouble with my teeth	20	12.4
S	9	Often not hungry for my meals	20	12.4

G				
I	7	Don't get enough sleep	27	17.5
R	8	Don't get enough sleep	34	22.1
L	9	Don't get enough sleep	15	9.7
S				
<u>S</u>				
B				
O	7	Trouble with arithmetic	24	14.9
Y	8	Getting low grades in school	30	18.6
S	9	Afraid of failing in school work	32	19.2

G				
I	7	Afraid of tests	32	20.7
R	8	Afraid of failing in school work	28	18.1
L		Trouble with arithmetic	28	18.1
S	9	Afraid to speak up in class	26	16.8
<u>HF</u>				
B	7	Worried about someone in the family	20	12.4
O	8	Worried about someone in the family	21	13.0
Y	9	Unable to discuss certain problems at home	14	8.6
S		Wanting to live in a different neighborhood	14	8.6

G	7	Worried about someone in the family	17	11.0
I	8	Worried about someone in the family	24	15.5
R		Wanting to live in a different neighborhood	24	15.5
L				
S	9	Not telling parents everything	21	13.6
<u>MWF</u>				
B	7	Wanting to earn some of my own money	23	14.2
O	8	Wanting to earn some of my own money	27	16.7
Y	9	Wanting to earn some of my own money	31	19.2
S				

TABLE VI (continued)

<hr/>				
G				
I	7	Having no regular allowance	24	15.5
R	8	Wanting to earn some of my own money	34	22.0
L	9	Wanting to earn some of my own money	28	18.1
S				
<hr/>				
<u>BG</u>				
B	7	Nothing interesting to do in my spare time	18	11.1
O	8	Too little chance to do what I want	17	10.5
Y		So often not allowed to go out at night	17	10.5
S	9	So often not allowed to go out at night	17	10.5
		Trouble in keeping a conversation going	17	10.5
<hr/>				
G				
I	7	Too little chance to do what I want	24	15.5
R	8	No place to entertain friends	20	12.9
L	9	Trouble in keeping a conversation going	21	13.6
S				
<hr/>				
<u>PG</u>				
B	7	Picking the wrong kind of friends	14	8.6
O		Wanting to be more like other people	14	8.6
Y		Missing someone very much	14	8.6
S	8	Losing my temper	19	11.8
	9	Bashful	15	9.3
<hr/>				
G				
I	7	Missing someone very much	23	14.9
R	8	Wanting a more pleasing personality	24	15.5
L	9	Wanting a more pleasing personality	22	14.2
S				
<hr/>				
<u>SC</u>				
B				
O	7	Trying to stop a bad habit	27	16.7
Y	8	Being afraid of making mistakes	28	17.3
S	9	Being afraid of making mistakes	19	11.8
<hr/>				
G				
I	7	Forgetting things	28	18.1
R	8	Sometimes wishing I'd never been born	28	18.1
L	9	Being afraid of making mistakes	23	14.9
S				
<hr/>				

"Worried about someone in the family" HF) is checked most frequently by the seventh and eighth grade boys and girls. "Wanting to live in a different neighborhood" is marked highest by the

ninth grade boys and the eighth grade girls. This point is significant in view of current segregated residential areas.

There is great uniformity in MWF area with five groups having checked the problem "Wanting to earn some of my own money" with the greatest frequency. The exception is that of the seventh grade girls who marked "Having no regular allowance" the most often. No doubt these girls are not as mature as the older girls and would have even less of a chance to earn their own money, yet to obtain money regularly is a problem to them also.

In the BG area the eighth grade boys and the seventh grade girls checked "Too little chance to do what I want" more frequently, the eighth grade boys and the ninth grade boys both marked "So often not allowed to go out at night," while the ninth grade boys and girls checked "Trouble in keeping a conversation going." These high frequencies of problems are typical for young adolescents, who are seeking more independence and at the same time do not feel secure enough to converse with the opposite sex.

There is more of a scatter of high-frequency problems in the PG area, yet two of these rank the same: "Missing someone very much," checked by the seventh grade boys and girls; and "Wanting a more pleasing personality," checked by the eighth and ninth grade girls. This result is consistent with that found in Cowan's (45) study, where it is stated that 24.9 per cent of the girls checked this problem as against the boys' 9.1 per cent.

"Being afraid of making mistakes" (PG) is checked by the eighth grade boys and the ninth grade boys and girls as the most

frequent problem in this area. The frequency of this problem is not unusual for adolescents who are unsure of themselves and who tend to be overly self-conscious at this period. The other three problems, "Trying to stop a bad habit," "Forgetting things" and "Sometimes wishing I'd never been born" were discussed earlier in this chapter.

It was shown in Table II that the total population starred 2,732 problems as being serious with an average of approximately nine problems per person. In order to investigate the serious problems of the total population, the same procedure was followed as that for investigating the general problems. In other words, it was assumed that there was no significant difference between the percentages of the boys' serious problems and those of the girls.

After using the formula from Garrett (7) and the t-test, it was found that only five problems starred for importance were significantly different at the 0.05 level of confidence. Since this quantity was not sufficient to rule out the possibility of chance, the null hypothesis was accepted.

The five problems which do differ significantly are as follows: "Poor complexion or skin trouble" (HPD), checked by 3.7 per cent of the boys and 14.2 per cent of the girls; "Afraid to speak up in class" (S), by 3.7 per cent - boys and 12.3 per cent - girls; "Unable to discuss certain problems at home" (HF), by boys - 2.4 per cent and by girls - 12.3 per cent; "Wanting to live in a different neighborhood" (HF), by boys - 4.9 per cent and by girls - 14.2 per cent; and "Afraid of the future" (MWF) by boys - 1.2 per

cent and by girls - 9.0 per cent. It is of interest to note that in each case, the girls have the greater percentage.

A list of the results for each area's serious problems according to sex and grade level is shown in Table VII. From this table it can be seen that the S area ranks first for each grade level for boys and girls with the exception of the ninth grade boys. Likewise, with one exception (eighth grade girls) the PG area ranks last for the other grade level, and with one exception, the first three rankings for the girls are the same, S, SC and HF.

It is of interest to note that the area MWF increases in rank with each successive grade level for the boys, that is, the MWF area ranks third for the seventh graders, second for the eighth and first for the ninth graders.

The same occurrence can be seen in the area of BG: for the seventh grade it ranks sixth; for the eighth grade, it ranks fifth and for the ninth grade, fourth. These trends for both the MWF and BG areas would seem to be expected in accordance with the boys' physical and psychological development, and the subsequent change of interests. The areas of the girls' problems do not seem to shift in any decided direction.

In comparing the mean averages of the serious problems (Table VII) with the mean averages of the total problems (Table IV), it is found that the pattern of change is the same. In both cases the mean decreases from the seventh grade boys' to the eighth grade boys', and remains the same for the ninth grade boys; for the girls, there is a decrease from the seventh grade's mean to the eighth.

TABLE VII
RESULTS FOR EACH AREA'S
SERIOUS PROBLEMS

BOYS						
AREA	SEVENTH NUMBER	AREA	EIGHTH NUMBER	AREA	NINTH NUMBER	RANK ORDER
S	37	S	84	MWF	76	1
SC	71	MWF	69	S	72	2
MWF	70	SC	62	HF	53	3
HF	59	HF	50	BG	44	4
HPD	55	BG	46	SC	39	5
BG	52	HPD	38	HPD	33	6
PG	48	PG	31	PG	30	7
TOTALS	442		380		347	
N = 45	M = 9.8	N = 60	M = 6.3	N = 56	M = 6.2	

GIRLS						
S	122	S	65	S	96	1
SC	114	SC	59	SC	91	2
HF	95	MWF	54	HF	88	3
HPD	93	PG	46	HPD	75	4
BG	80	HF	44	MWF	75	5
MWF	77	HPD	42	BG	73	6
PG	77	BG	27	PG	70	7
TOTALS	658		337		568	
N = 53	M = 12.4	N = 59	M = 5.7	N = 42	M = 13.5	

with a definite increase for the ninth grade girls.

Ten specific problems starred most frequently for being serious ones, by the girls and by the boys are given in Table VIII. For the boys, the problems fall into four areas, S, MWF, HPD, and PG, with S and MWF each having four problems; for the girls, the ten most frequent serious problems also fall into four areas, S, HPD, HF, and SC, with four problems in the S area.

"Trouble with arithmetic" (S) heads both lists. The factors for this problem being of such serious importance to both groups would seem to require further investigation. Perhaps it could be conjectured that it is the students' background, the methods used to teach arithmetic, the teachers, the texts, lack of motivation, etc., but since this population was from four schools, any conclusion in this regard would be an oversimplification.

"Wanting to earn some of my own money," "Don't get enough sleep," and "Being afraid of making mistakes" are serious problems checked by both boys and girls with approximately the same rank order.

The rest of the serious problems for the boys fall into the S and MWF areas. The MWF area includes "Wanting to earn some of my own money," "Needing a job during vacation," "Needing to find a part-time job now," and "Concerned about military service," The problems checked in the S area, other than the first one mentioned are: "Afraid of failing in school work," "Can't keep my mind on my studies" and "Worried about my grades." All of these checked seem consistent with the results of the total problems checked by

the boys with the following exception. "Don't get enough sleep" was one that was significantly different with the higher percentage in favor of the girls. In re-examining individual check-list at random, it was found that some of the discrepancy was due to the fact that in several incidents this particular problem had not been checked as a general problem, but had been starred as a serious one.

The most frequent serious problems for the girls (other than those already mentioned) are in the HPD, S and HF areas. "Poor complexion or skin trouble," "Wanting to live in a different neighborhood," "Unable to discuss certain problems at home" and "Afraid of tests" --these problems were discussed previously in this chapter, which seems to indicate that the girls are more stable in the over-all checking. However, the problem "Afraid to speak up in class" which the girls consider serious, was marked with a higher percentage by boys, making this item significantly different in the comparison made between the total problems of boys and girls.

It is challenging to know why there does not appear to be a higher correlation between the ten highest frequencies in the total problems and the ten highest of the serious problems. One factor could be that the student accepts many problems as common, everyday ones and distinguish others as being of more importance. For example, "Slow in reading" (S) was not one of the highest frequency problems checked by the girls in the total list of problems, and yet ranks 5.2 as a serious one for them. One solution then seems to be that while students may not be too concerned from day to day

TABLE VIII

TEN SPECIFIC SERIOUS PROBLEMS CHECKED MOST FREQUENTLY
BY BOYS

RANK ORDER	AREA	PROBLEM	NO.	PER CENT
1	S	Trouble with arithmetic	25	15.5
2.5	MWF	Wanting to earn some of my own money	21	13.1
2.5	MWF	Needing a job during vacation	21	13.1
4	MWF	Needing to find a part-time job now	18	11.1
5	HPD	Don't get enough sleep	17	10.5
6	S	Afraid of failing in school work	16	9.3
7.3	S	Can't keep my mind on my studies	14	8.7
7.3	S	Worried about my grades	14	8.7
7.3	MWF	Concerned about military service	14	8.7
10	PG	Being afraid of making mistakes	13	8.1
----- BY GIRLS -----				
1	S	Trouble with arithmetic	23	15.1
2.5	HPD	Poor complexion or skin trouble	22	14.3
2.5	HF	Wanting to live in a different neighborhood	22	14.3
4	HPD	Don't get enough sleep	20	12.9
5.2	S	Afraid of tests	19	12.3
5.2	S	Slow in reading	19	12.3
5.2	S	Afraid to speak up in class	19	12.3
5.2	HF	Unable to discuss certain problems at home	19	12.3

TABLE VIII (continued)

9.5	MWF	Wanting to earn some of my own money	18	11.6
9.5	SC	Being afraid of making mistakes	18	11.6

about reading slowly, yet in the over-all objectives of schooling, passing tests, etc., this slowness in reading could be a serious problem indeed. This distinction supports the statement made earlier that students do have a sense of the relative importance of problems.

To investigate the trends for each group in order to observe whether a difference in age made a significant difference in the problems checked, the statistical procedure described at the beginning of this chapter and found in Garrett (7) for the standard error of the difference of percentages, was employed first to the boys' group of seventh and ninth graders, and then to the girls' group of seventh and ninth graders.

In examining the boys' problems, it was found that there are 29 problems which differ significantly at 0.05 level of confidence as shown in Table IX. This quantity is sufficient to reject the null-hypothesis that there was no significant difference in the percentages of problems marked by the seventh and ninth grade boys.

Most of these significant differences can be attributed to the growth and education of the boys, for it is interesting to note that only seven of the twenty-nine significantly different problems increased percentage-wise from the seventh to the ninth graders; the rest decreased. Of those that increased in percentages, four

TABLE IX

SIGNIFICANT DIFFERENCES BETWEEN PERCENTAGES OF PROBLEMS
FOR SEVENTH AND NINTH GRADE BOYS

AREA	PROBLEM	PERCENTAGES	
		SEVENTH	NINTH
<u>HPD</u>	Don't get enough sleep	51.1	21.4
	Catch a good many colds	31.1	14.2
	Often have pains in my stomach	26.6	8.9
<u>S</u>	Afraid of failing in school work	40.0	57.1
	Trouble with writing	44.4	16.0
	Not getting along with a teacher	8.8	33.9
	Textbooks hard to understand	17.7	1.7
	Afraid to speak up in class	35.5	17.8
	Dull classes	13.3	33.9
	Made to take subjects I don't like	11.1	32.1
<u>HF</u>	Worried about someone in the family	44.4	23.2
<u>MWF</u>	Spending money foolishly	44.4	17.8
	Needing to find a part-time job now	28.8	48.2
	Having less money than my friend has	33.3	12.5
	Wanting advice on what to do after high school	13.3	35.7
	Clash of opinions between me and my parents	35.5	57.1
	Wondering if I'll ever get married	40.0	21.4
<u>BG</u>	Nothing interesting to do in my spare time	40.0	16.0
	Not sure about proper sex behavior	31.1	12.5
<u>PG</u>	Picking the wrong kind of friends	31.1	8.9
	Wanting to be more like other people	31.1	12.5
	Feeling nobody understands me	24.4	5.3
	Getting into arguments	26.6	10.7
	Disliking someone	28.8	12.5
<u>SC</u>	Getting too excited	26.6	7.1
	Getting into trouble	26.6	10.7
	Trying to stop a bad habit	60.0	28.5

TABLE IX (continued)

Sometimes not being as honest as I should	44.4	19.6
Lacking self-control	28.8	16.0

are in the S area: "Afraid of failing in school work," "Not getting along with a teacher," "Dull classes," "Made to take subjects I don't like." These problems do present serious conflicts to the young adolescent. He is becoming more aware of the necessity of an education and passing grade levels on the one hand, and on the other, he often fails to see any relation between the subject matter he must take in school to life situations.

In the area of MWF there is an increase of three problems' percentages: "Needing to find a part-time job now," "Wanting advice on what to do after high school" and "Clash of opinions between me and my parents." These problems are in keeping with a boy's increasing need for independence and self-identification. They are also realistic problems, especially for the Negro boy whose opportunities for part-time jobs and employment after high school are limited.

In contrast to the significant differences found between the seventh and ninth grade boys' problems, there were only seven significant differences found between the seventh and ninth grade girls' problems. Therefore, in this case, the null-hypothesis was accepted.

The problems which do differ significantly in the two girls' groups are as follows: "Too short for my age" (HPD), checked by

32.0 per cent of the seventh graders and 9.5 per cent of the ninth graders; "Afraid of tests" (S), by 60.3 per cent of the seventh graders and 38.0 per cent of the ninth graders; "Trouble with arithmetic" (S), by 49.0 of the seventh and 33.3 per cent of the ninth; "Needing to find a part-time job now" (MWF), by 16.9 per cent of the seventh and 54.7 per cent of the ninth; "Needing a job during vacation" (MWF), by 18.9 per cent of the seventh and 52.3 per cent of the ninth; "Not allowed to run around with kids I like" (BG), by 37.7 per cent of the seventh and 14.2 per cent of the ninth; and "Missing someone very much" (PG), by 43.3 per cent of the seventh and 23.8 per cent of the ninth graders. Only in the two MWF-area problems is there an increase in the percentage. The same reasons given for the differences in the boys' percentages, can be applied here too.

It is satisfying to observe that an increase in age, education and experience apparently resolve the majority of problems for the young adolescent.

As a basis for comparing the general problem area of this survey with related studies, a recapitulation of the rank order of the total problems of this survey, according to grade, sex and grand total, is given in Table X. A similar listing for the rank order of serious problems is stated in Table XI.

Although the following related surveys were based on the high school form of the Mooney Problem Check List, and the populations were older, yet the results indicate many similarities to the present study.

TABLE X
RECAPITULATION OF RANK ORDER OF AREAS
ACCORDING TO GRADE AND SEX

AREA	BOYS				GIRLS				GRAND TOTAL
	7	8	9	TOTAL	7	8	9	TOTAL	
HPD	6	5	6	5	6	5	7	6	6
S	1	1	1	1	2	1	2	2	1
HF	4	4	4	4	4	7	5	5	4
MWF	3	3	2	3	3	3	3	3	3
BG	5	7	5	6	7	6	6	7	5
PG	7	6	7	7	5	4	4	4	7
SC	2	2	3	2	1	2	1	1	2

TABLE XI
RECAPITULATION OF RANK ORDER OF SERIOUS
PROBLEMS

AREA	BOYS								GRAND TOTAL
	7	8	9	TOTAL	7	8	9	TOTAL	
HPD	5	6	6	6	4	6	4	4	5
S	1	1	2	1	1	1	1	1	1
HF	4	4	3	4	3	5	3	3	4
MWF	3	2	1	2	6	3	5	5	3
BG	6	5	4	5	5	7	7	7	6
PG	7	7	7	7	6	4	6	6	5.5
SC	2	3	5	3	2	2	2	2	2

In the total problem area for the boys, the area S ranks first in the present study (Table X) for all three grades. In both Cowan's (45) study and Merwick's (48) the ASW (adjustment to school work) also ranks first. Cowan found that FLE (Finances, Living Conditions, and Employment) ranked second, and HPD ranked third, while Merwick found FVE (The Future: Vocational and Educational) and SRE (Social-psychological relations) as ranking second and third respectively. The present study shows SC as ranking second, with the exception of the ninth grade boys, who checked MWF as second, and this study shows MWF area as third in rank for the other grade levels. It is evident that the outcome of these studies are quite similar, but that the results of the older boys of the present study parallel more closely the results of the related studies.

In the total problem area for the girls, the area SC ranks first in this study. In Gorman's (46), in Moody's (49) and Merwick's (48), the PPR (Personal-psychological relations) is also first. Moody's results for the second and third rankings were ASW and FVE, respectively; Gorman's were ASW and SRA; and Merwick's were ASW and SPR. For the present study the second and third ranks are S and MWF.

One conclusion from these comparisons seems to be that the girls show much agreement in placing personal problems or self-concerns before school problems which uniformly rank second, while the boys place school concerns first with diversified areas ranking second and third. However these areas have an emphasis on vocation, employment and finances.

In the field of serious problems, the first three ranks for the boys in the present survey are S, MWF and SC (Table XI). Again this shows similar comparison to the related studies except for Merwick's (48) where CSM (Courtship, Sex, and Marriage) ranks third.

For the girls of the present survey, the first three ranks of serious problems are S, SC, and MWF (Table XI). These are not similar to the results of the other studies (Gorman, 46 Moody, 49 and Merwick, 48), where the areas PPR and CSM are first and second in rank, with areas ASW and SPR sharing third place. Still the personal problems are serious for all groups, but the older girls are more concerned too about courtship, marriage and sex.

The percentages of the responses given to the three questions on the check list are shown in Table XII. There is a total of 252 responses to the first question, 226 responses to the second question, and 207 responses to the third question. This represents 77 per cent of the boys and 84 per cent of the girls answered the first question; 61 per cent of the boys and 83 per cent of the girls answered the second; and 58 per cent of the boys and 73 per cent of the girls responded to the third question. In general a greater percentage of girls responded to all three questions than did the boys. Some students, perhaps, did not answer the questions because they failed to finish in time, or they forgot to do them or purposely omitted them.

In their answer to question one, "What problems are troubling you most? Write about two or three of these if you care to," the boys and girls gave many answers. Some of these responses are

TABLE XII
PERCENTAGES OF STUDENTS' RESPONSES
TO QUESTIONS

QUESTION	BOYS' RESPONSES				GIRLS' RESPONSES			
	7	8	9	TOTAL	7	8	9	TOTAL
1	82	55	96	77	91	45	83	84
2	82	51	55	61	91	86	66	83
3	82	38	60	58	85	69	64	73

quoted problems from the check list, but the majority of responses are problems originally expressed. These responses were classified into nine divisions, as seen in Table XIII, but were not converted into percentages, since several students gave more than one response.

The classification of these problems are nine, and are comparable to the areas of the check list. The division of "School" has the highest number of problems and relates directly to the results of the S area of the check list. This consistency however, does not exist between the other divisions and the check list, but this could be due to errors in classifying because some responses could have been tabulated in one of several divisions.

Three responses to the first question, selected at random for each division are as follows:

1. One parent getting married
2. Not living with my parents
3. Parents drinking

4. Not interested in school
5. Teachers too mean, specially one
6. Being a grade behind
7. Courage to go steady
8. Worry about dating - can't dance
9. Want friends
10. Too shy I'm afraid to meet people
11. Not good looking
12. Feel foolish when I answer in school
13. Can't stand where we live
14. Neighborhood is no good
15. Want to move - wrong kids in our neighborhood get me into trouble
16. I am too nervous
17. We don't get exercise at school ever, no recess and no gym.
18. All the time I am tired and sleepy, but especially at school.
19. Bad habits - very bad
20. Smoking
21. Stealing and lying
22. Afraid God is going to punish me
23. Don't go to church on Sundays
24. Want to know how to get parent to use religion
25. No allowance
26. I want a job to pay back my mother. She works too hard and is tired and sick.
27. I need a job because I owe lots of money.

TABLE XIII
SUMMARY OF STUDENTS' RESPONSES
TO FIRST QUESTION

DIVISION	BOYS	GIRLS	TOTAL
Family	43	50	93
School	50	71	121
Social	12	36	48
Personal	23	34	57
Neighborhood	2	12	14
Health	15	15	30
Moral	7	12	19
Religion	3	5	8
Financial	<u>12</u>	<u>11</u>	<u>23</u>
Totals	167	246	413
No answers	37	26	63

Of particular significance is the fact that only one response of the entire group was a directly stated racial problem. It was, "I can't make out far because I'm a Negro and others don't want me." As referred to earlier, the problems concerning neighborhoods could be directly or indirectly related to segregation, but they might also reflect the adolescent's desire for change. However, what does seem important is the wholesale omission of direct expression of suffering from any racial prejudice. Apparently this problem is not a crucial one for these youths at this time.

A summary of the answers to question two on the Check List, "Would you like to spend more time in school in trying to do something about some of your problems?", is presented below.

	BOYS		GIRLS	
	Number	Per cent	Number	Per cent
Yes	53	33	81	53
No	21	13	19	12
Uncertain	1	.6	5	3
No answer	86	53	49	32

As can be observed from the above summary, a third of the boys and a little more than half of the girls would like to spend time in school in doing something about their problems. This may indicate more awareness on the part of the girls of the possible helpful outcomes that this situation might provide, or it may indicate that the girls are more willing to seek help. However much evidence is needed before any valid conclusion can be made. Likewise, there can only be plausible solutions to why more than half of the boys ignored this question. Some of these solutions might be attitudes toward school, not perceiving any possible help for their problems, or not understanding clearly what this question involved.

A similar summary follows for the third question, "Would you like to talk to someone about some of your problems?".

As can be seen from this summary, about half of the boys did not respond, in contrast to one fourth of the girls. Of the boys who did respond, approximately a third of the group were in favor

	BOYS		GIRLS	
	Number	Per cent	Number	Per cent
Yes	49	30	90	58
No	26	16	25	16
Uncertain	7	5	1	.6
No answer	79	49	39	25

of discussing their problems with someone, whereas over half of the girls desired this help. Some of the random responses to the third question, which follow, indicate the difficulty of classification.

1. Not exactly, only sometimes
2. Like to keep some to myself
3. Yes to God
4. To my mother
5. What good would it do?
6. To the priest
7. Yes but to who?
8. Not just anyone

These responses and those to the two preceeding questions seem to demonstrate that the interpretation, or not knowing exactly what the question implied, influenced the students' answers - or the lack of them. Another observation is that while the students admit problems and want help, yet they are particular about committing themselves or disclosing their problems promiscuously. Several responses even mentioned names of teachers to whom the student would never reveal his problems. Perhaps more responses would have been made to these questions, if by previous clarification, the

students had a more uniform comprehension of the meaning of each question.

CHAPTER V

SUMMARY AND CONCLUSION

The purpose of this thesis was to obtain, analyze and compare the problem areas of junior-high Negro students. The Mooney Problem Check List was administered to Negro students attending four Catholic schools in Chicago. The student population was predominantly Negro and of a similar social and economic background.

After tabulating the results of the Check List and analyzing the data according to statistical procedures for determining the significant differences between the percentages of groups, several definite findings were revealed. In fifty-five separate problems, there is a significant difference between the girls and boys problems. These differences can be attributed to the difference in sex, and also to the fact the older girls had the highest number of problems checked, whereas the older boys had the least.

The investigation of the serious problems of the students showed that only five problems differed significantly for the boys and girls at the 0.05 level of confidence. There is also more uniformity in both groups for the rank order of areas for the serious problems than for the general problems. These results seem to indicate the students' ability to distinguish between problems in general and what constitutes a serious problem, since both groups show so much agreement in starrng the serious problems.

After an examination of the trends of problems for boys and girls, it was found that the problems of ninth-grade girls did not differ significantly from the problems of the seventh-grade girls, whereas in contrast, there are twenty-nine problems which differ significantly for the two groups of boys. It appears that the girls' problems remain relatively stable in comparison to the boys' problems.

Two factors which seem to account for the difference in the boys' problems are: the increased maturity of the older boys showed a decline of percentages for twenty-two of these problems, such as, "Getting into arguments" and "Lack of self-control"; secondly, the realistic problem of job-limitation for Negro youth, indicated by an increase of percentage of problems in the MWF area for the older boys.

After the comparison of the findings of this survey with those of related studies, it may be assumed that Negro students of junior-high age admit to many of the same problems that the students from several schools do. Since all these students represent a good cross-section of the total population, it may be concluded that the problems of the young adolescent Negro are not more numerous or unique than those of the average American teenager. This conclusion was further reinforced by the omission of any reference to racial prejudice, except in one case out of the entire group.

The present study yielded the following data:

1. In the given group, there is evidence of the existence of numerous problems for both boys and girls.

2. These problems differ greatly between boys and girls. They also differ significantly between the seventh and ninth grade boys.

3. Problems in the S area are most frequently checked by the boys.

4. Problems in the SC area are most frequently checked by the girls.

5. Problems in the S area are most frequently checked by both boys and girls as serious problems.

6. Problems in the PG are least frequently checked by the boys.

7. Problems in the BG area are least frequently checked by the girls.

8. Over half of the girls and one third of the boys expressed a desire for help in solving their problems.

9. The findings suggest a need for guidance and adequate counseling for the junior-high Negro youth in the Catholic schools.

Suggestions for further related studies to make:

1. Study of differences in problems between the same group at the present levels and the senior level.

2. Study of the differences of problems between junior-high Negro youth in Catholic and public segregated schools.

3. Study of the differences of problems between junior-high Negro youth in Catholic and public integrated schools.

4. Study of the differences between problems of junior-high Negroes and junior-high Whites.

5. Study of what is being done in the Catholic schools to meet the problems of the junior-high Negro.

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1950
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY
Bureau of Educational Research
Ohio State University

J JUNIOR
HIGH
SCHOOL
FORM

Statements checked by the Boys

Age..... Date of birth..... Boy..... Girl.....

Grade in Name of
school..... school.....

Name of the person to whom
you are to turn in this paper.....

Your name Date.....

DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

HPD
S
HF
MWF
BG
PG
SC
TOTAL

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The Psychological Corporation

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56-178T
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DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

No. Percent

20	12.4%	Often have headaches	28	17.4%	Too short for my age	19	11.8%	Not eating the right food	16	9.9%	Often have a sore throat
55	34.2%	Don't get enough sleep	15	9.3%	Too tall for my age	52	32.3%	Often not hungry for my meals	32	19.9%	Catch a good many colds
51	31.7%	Have trouble with my teeth	14	8.7%	Having poor posture	13	8.1%	Overweight	18	11.2%	Often get sick
29	18.0%	Not as healthy as I should be	23	14.3%	Poor complexion or skin trouble	41	25.5%	Underweight	25	15.5%	Often have pains in my stomach
34	21.1%	Not getting outdoors enough	21	13.0%	Not good-looking	12	7.5%	Missing too much school because of illness	16	9.9%	Afraid I may need an operation
81	50.3%	Getting low grades in school	78	48.5%	Afraid of failing in school work	82	50.9%	Not spending enough time in study	22	13.7%	Don't like school
50	31.1%	Afraid of tests	74	46.0%	Trouble with arithmetic	19	11.8%	Too much school work to do at home	22	13.7%	School is too strict
53	32.9%	Being a grade behind in school	62	38.5%	Trouble with spelling or grammar	74	46.0%	Can't keep my mind on my studies	74	46.0%	So often feel restless in classes
53	32.9%	Don't like to study	44	27.3%	Slow in reading	62	38.5%	Worried about grades	34	21.1%	Not getting along with a teacher
32	19.9%	Not interested in books	39	24.2%	Trouble with writing	54	33.5%	Not smart enough	25	15.5%	Teachers not practicing what they preach
8	5.0%	Being an only child	14	8.7%	Sickness at home	33	20.5%	Being treated like a small child at home	26	16.2%	Being criticized by my parents
14	8.7%	Not living with my parents	11	6.8%	Death in the family	16	9.9%	Parents favoring a brother or sister	28	17.4%	Parents not liking my friends
54	33.5%	Worried about someone in the family	11	6.8%	Mother or father not living	35	21.7%	Parents making too many decisions for me	32	19.9%	Parents not trusting me
41	25.5%	Parents working too hard	23	14.3%	Parents separated or divorced	24	14.9%	Parents expecting too much of me	35	21.7%	Parents old-fashioned in their ideas
40	24.9%	Never having any fun with mother or dad	39	24.2%	Parents not understanding me	33	20.5%	Wanting things my parents won't give me	38	23.6%	Unable to discuss certain problems at home
43	26.7%	Spending money foolishly	33	20.5%	Too few nice clothes	27	16.8%	Restless to get out of school and into a job	15	9.3%	Choosing best subjects to take next term
58	36.0%	Having to ask parents for money	81	50.3%	Wanting to earn some of my own money	29	18.0%	Not knowing how to look for a job	38	23.6%	Deciding what to take in high school
54	33.5%	Having no regular allowance	70	43.5%	Wanting to buy more of my own things	58	36.0%	Needing to find a part-time job now	37	23.0%	Wanting advice on what to do after high school
43	26.7%	Family worried about money	15	9.3%	Not knowing how to buy things wisely	37	23.0%	Having less money than my friends have	46	28.6%	Wanting to know more about college
23	14.3%	Having no car in the family	37	23.0%	Too little spending money	19	11.8%	Having to work too hard for the money I get	37	23.0%	Wanting to know more about trades
18	11.2%	Not allowed to use the family car	16	9.8%	Girls don't seem to like me	36	22.4%	Nothing interesting to do in my spare time	31	19.3%	No place to entertain friends
27	16.8%	Not allowed to run around with the kids I like	23	3.7%	Boys don't seem to like me	49	30.4%	So often not allowed to go out at night	9	5.6%	Ill at ease at social affairs
28	17.4%	Too little chance to go to parties	13	14.3%	Going out with the opposite sex	11	6.8%	Not allowed to have dates	32	19.9%	Trouble in keeping a conversation going
29	18.0%	Not enough time for play and fun	13	8.1%	Dating	37	23.0%	Wanting to know more about girls	11	6.8%	Not sure of my social etiquette
48	29.8%	Too little chance to do what I want to do	17	10.6%	Not knowing how to make a date	3	1.9%	Wanting to know more about boys	33	20.5%	Not sure about proper sex behavior
14	8.7%	Slow in making friends	22	13.7%	Being teased	31	19.3%	Wanting a more pleasing personality	15	9.3%	Awkward in meeting people
49	30.4%	Bashful	25	15.5%	Being talked about	13	8.1%	Being made fun of	28	17.4%	Wanting to be more like other people
21	13.0%	Being left out of things	30	18.6%	Feelings too easily hurt	19	11.8%	Being picked on	19	11.8%	Feeling nobody understands me
18	11.2%	Never chosen as a leader	15	9.3%	Too easily led by other people	5	3.1%	Being treated like an outsider	33	20.5%	Missing someone very much
29	18.0%	Wishing people liked me better	25	15.5%	Picking the wrong kind of friends	19	11.8%	People finding fault with me	12	7.5%	Feeling nobody likes me
44	27.3%	Being nervous	23	14.3%	Getting into trouble	28	17.4%	Not having as much fun as other kids have	18	11.2%	Being careless
32	19.9%	Taking things too seriously	69	42.9%	Trying to stop a bad habit	34	21.1%	Worrying	49	30.4%	Daydreaming
20	12.4%	Getting too excited	51	31.7%	Sometimes not being as honest as I should be	29	18.0%	Having bad dreams	40	24.9%	Forgetting things
65	40.4%	Being afraid of making mistakes	52	32.3%	Giving in to temptations	29	18.0%	Lacking self-confidence	36	22.4%	Being lazy
46	28.6%	Failing in so many things I try to do	42	26.1%	Lacking self-control	45	28.0%	Sometimes wishing I'd never been born	42	26.1%	Not taking some things seriously enough

4	2.5%	141. Can't hear well	20	12.4%	176. Nose or sinus trouble	HPD
9	11.8%	142. Can't talk plainly	11	6.8%	177. Trouble with my feet	
9	24.2%	143. Trouble with my eyes	37	23.0%	178. Not being as strong as some other kids	
6	16.2%	144. Smoking	7	4.4%	179. Too clumsy and awkward	
3	20.5%	145. Getting tired easily	9	5.6%	180. Bothered by a physical handicap	739
						S
4	8.7%	146. Textbooks hard to understand	36	22.4%	181. Dull classes	
5	15.5%	147. Trouble with oral reports	31	19.8%	182. Too little freedom in classes	
9	11.8%	148. Trouble with written reports	14	8.7%	183. Not enough discussion in classes	
0	18.6%	149. Poor memory	53	32.9%	184. Not interested in certain subjects	
8	23.6%	150. Afraid to speak up in class	28	17.4%	185. Made to take subjects I don't like	1,322
						HF
4	14.9%	151. Family quarrels	10	6.2%	186. Clash of opinions between me and my parents	
0	18.6%	152. Not getting along with a brother or sister	29	8.0%	187. Talking back to my parents	
1	25.5%	153. Not telling parents everything	19	11.8%	188. Mother	
8	29.8%	154. Wanting more freedom at home	16	9.9%	189. Father	
7	35.4%	155. Wanting to live in a different neighborhood	21	13.0%	190. Wanting to run away from home	850
						MWF
9	42.9%	156. Needing a job during vacations	19	11.8%	191. Afraid of the future	
7	10.6%	157. Needing to know my vocational abilities	37	23.0%	192. Not knowing what I really want	
2	13.7%	158. Needing to decide on an occupation	57	35.4%	193. Concerned about military service	
1	13.0%	159. Needing to know more about occupations	28	8.2%	194. Wondering if I'll ever get married	
0	18.6%	160. Wondering if I've chosen the right vocation	31	19.3%	195. Wondering what becomes of people when they die	1,150
						BG
20	12.4%	161. Not knowing what to do on a date	42	26.1%	196. Learning how to dance	
8	21.1%	162. Girl friend	35	21.7%	197. Keeping myself neat and looking nice	
4	25.4%	163. Boy friend	38	23.6%	198. Thinking too much about the opposite sex	
2	12.7%	164. Deciding whether I'm in love	25	15.5%	199. Wanting more information about sex matters	
3	14.3%	165. Deciding whether to go steady	12	7.5%	200. Embarrassed by talk about sex	732
						PG
7	16.8%	166. Getting into arguments	19	11.8%	201. Being jealous	
6	16.2%	167. Getting into fights	35	21.7%	202. Disliking someone	
0	31.1%	168. Losing my temper	16	9.9%	203. Being disliked by someone	
1	13.0%	169. Being stubborn	23	14.3%	204. Keeping away from kids I don't like	
3	14.5%	170. Hurting people's feelings	21	13.0%	205. No one to tell my troubles to	703
						SC
1	13.0%	171. Feeling ashamed of something I've done	51	31.0%	206. Sometimes lying without meaning to	
4	27.3%	172. Being punished for something I didn't do	33	20.5%	207. Can't forget some mistakes I've made	
5	21.7%	173. Swearing, dirty stories	27	16.8%	208. Can't make up my mind about things	
2	32.3%	174. Thinking about heaven and hell	24	14.9%	209. Afraid to try new things by myself	
6	28.6%	175. Afraid God is going to punish me	36	22.4%	210. Finding it hard to talk about my troubles	1,161
						TOTAL

DIRECTIONS: When you have finished marking the problems which are troubling you, answer the questions on page 5.

QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.
2. Would you like to spend more time in school in trying to do something about some of your problems?
3. Would you like to talk to someone about some of your problems?

**1950
REVISION**

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Bureau of Educational Research

Ohio State University

J JUNIOR HIGH SCHOOL FORM

HPD
S
HF
MWF
BG
PG
SC
TOTAL

S

HF

MWF

BG

PG

SC

TOTAL	100	100	100
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Statements checked by the Girls

Age..... Date of birth..... Boy..... Girl.....

Grade in school..... Name of school.....

Name of the person to whom
you are to turn in this paper.....

Your name Date

DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

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DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

[illegible]

QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.
2. Would you like to spend more time in school in trying to do something about some of your problems?
3. Would you like to talk to someone about some of your problems?

VITA AUCTORIS

Sister Mary Syra Galvin, B.V.M. was born in Kansas City, Missouri, October 16, 1919.

She was graduated from St. Vincent Academy, Kansas City, Missouri, in 1936. She attended Clarke College, San Francisco College for Women and the College of Great Falls, Great Falls, Montana, where she received her Bachelor of Arts degree in 1951. She has also studied at the University of Colorado, Notre Dame University and the Catholic University of America.

Since 1939, the writer has been engaged in teaching elementary and secondary schools in the states of Iowa, California, Montana, Colorado and Illinois.

She began her graduate studies at Loyola University in 1956.

APPROVAL SHEET

The thesis submitted by Sister Mary Syra Galvin, B.V.M. has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

January 21, 1963
Date

Charles T. Davis, Jr.
Signature of Adviser